Unit title	The Principles of Leadership and Supervision in Hospitality
Guided learning hours	60
Number of lessons	20
Duration of lessons	3
Links to other units	
● Unit 1: The Hospitality Industry ● Unit 8: Supervise Food and Beverage Service ● Unit 9: Supervise Alcohol Beverage Service ● Unit 10: Supervision of Food Safety in Hospitality ● Unit 28: Supervise Hot and Cold Non-alcoholic Beverage Service.	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group work

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A / Topic A3: Leadership and personal skills required in hospitality				
1	A3: Leadership and personal skills required in hospitality	GW	● **Lead in:** provide an overview of the learning aim including the importance of understanding how leadership styles impact on workplace conditions and why it is important to recognize how individuals are motivated. ● **Tutor-led discussion:** ask learners to produce a spider	● Specification ● Session presentation ● Worksheets/ activity sheets

			diagram of what they think the role of a leader is, capture learners' responses on a flip chart or white board and discuss these. Use a presentation to confirm the role of a leader. ● **Tutor presentation:** introduce learners to the role of the leader in the workplace. The aim of the unit is to provide learners with a basic understanding of leadership styles and, should they become supervisors or team leaders. Illustrate how each of these styles affects the team members. Explain that as prospective team leaders they will be undertaking these roles, albeit at a lower level than that of an organisational leader. ● **Tutor-led discussion:** discuss the leadership and personal skills required to be a leader in a hospitality business. **Small group activity:** Use different case studies to show the leadership and personal skills in action. Each group to discuss different leadership and personal skills. Ask learners to provide a definition/description of each and explain why they are important and the impacts, both positive and negative, caused by a leader's skills. Use a worksheet to allow learners to capture this information. ● **Individual activity:** carry out a SWOT analysis of leadership and personal skills. Discuss results with the class and ask learners to produce an action plan to improve their skills. ● **Plenary:** summary of learning and question and answer session to check learning.	
Learning aim A: Examine the leadership and motivation skills required for effective team management				
2	**A1**: Leadership styles and their application	GW	● **Lead in:** recap the last session and introduce learners to leadership styles and their application.	● Specification ● Session

	Autocratic leadership		● **Tutor presentation:** introduce the autocratic leadership style by providing a description of its characteristics. ● **Class discussion:** ask learners to discuss the use of the autocratic leadership style. When can this style be used and the advantages of this, what is it best avoided and the impacts of using this style. Discuss responses. ● **Paired activity:** use a case study to illustrate the use of the autocratic leadership style. Discuss this with the class. ● **Tutor presentation:** introduce the democratic leadership style by providing a description of its characteristics ● **Class discussion:** ask learners to discuss the use of the democratic leadership style. When can this style be used and the advantages of this, what is it best avoided and the impacts of using this style. Discuss responses. ● **Tutor presentation:** describe the benefits and drawbacks of this leadership style. ● **Paired activity:** use a case study to illustrate the use of the democratic leadership style. Discuss this with the class. ● **Plenary:** summary of learning and question and answer session to check learning.	presentation ● Worksheets/ activity sheets
3	**A1**: Leadership styles and their application	GW	**Lead in:** recap of last session ● **Tutor presentation:** introduce the laissez-faire	● Specification ● Session presentation

			leadership style by providing a description of its characteristics. ● **Class discussion:** ask learners to discuss the use of the laissez-faire leadership style. When can this style be used and the advantages of this, what is it best avoided and the impacts of using this style. Discuss responses. ● **Paired activity:** use a case study to illustrate the use of the laissez-faire leadership style. Discuss this with the class. ● **Tutor-led discussion:** discuss learners' conclusions and ask learners to consider how effective managers have to adapt their management style to the changing situations in which they find themselves. ● **Individual activity:** learners to undertake a leadership styles questionnaire to provide an indication of their own leadership style. Discuss outcomes. Mind Tools has an online questionnaire that learners can complete (including a printable version). As an extension activity, ask learners to write a short report that evaluates their leadership style. ● **Plenary:** summary of learning and question and answer session to check learning.	● Worksheets/ activity sheets
4	**A2**: Key theories of motivation Extrinsic (external) Intrinsic (internal) Maslow	GW	● **Lead in:** recap the last session and introduce key theories of motivation. Explain that the reason it is important is that leaders and managers need to know how to motivate staff. ● **Tutor presentation:** introduce learners to the concept of motivation. ● **Tutor-led discussion:** ask learners what they think	● Specification ● Session presentation ● Worksheets/ activity sheets ● Tutor2u website (search 'Maslow paper cups')

			motivates individuals in the workplace. Record learner's responses on a flip chart or white board. Discuss learner's responses. Introduce the concept of intrinsic and extrinsic motivation and use learners' ideas to provide examples of each. ● **Tutor presentation:** introduce the key motivational theories starting with Maslow's Hierarchy of Needs. ● **Small group activity: to introduce learners to Maslow's hierarchy of needs. The tutor2u website has a good activity (search 'Maslow, Paper cups').** ● **Tutor-led discussion**: discuss the results of the activity and discuss how the theory can be applied to the workplace. ● **Plenary:** summary of learning and question and answer session to check learning.	
5	**A2**: Key theories of motivation	GW	● **Lead in:** recap of last session and continue with key theories of motivation topic. ● **Tutor presentation:** introduce McClelland's Motivational Needs theory and the three needs: need for achievement, the need for affiliation, and the need for power. ● **Individual activity:** complete the McClelland's motivational analysis quiz available from Jesus Pacheco Perez's website in the section on self-knowledge. This will allow learners to determine which of the three is their primary motivation. Discuss outcomes. There is also information on the strengths and weaknesses of individuals from each motivational need and how to manage them in the workplace.	● Specification ● Session presentation ● Worksheets/ activity sheets ● Business Balls quiz

			● **Tutor-led discussion:** use a case study to discuss how the three needs can be met in the workplace or how individuals can be managed in the workplace to satisfy these needs. Ensure that learners write these down to use for their assessment. ● **Tutor presentation:** introduce McGregor's XY theory, explaining how McGregor suggests that managers have two distinct opinions of workers and this affects how they manage people. ● **Individual activity:** complete the X-Y theory test tool available from the Business Balls website. This allows learners to determine if they prefer Y or X theory management. Discuss outcomes. ● **Tutor presentation:** introduce Herzberg's Two-factor theory, explaining that there are certain factors that directly motivate employees and factors that de-motivate an employee. These two sets of facts are independent from each other. ● **Paired activity:** use a case study to illustrate how this theory can be applied to the workplace, for example, workers will turn up to work if a business provides reasonable pay and safe working conditions but this will not make them work harder once they are there. Case study to contain an issue for learners to try to resolve. Learners to present their outcomes in a written report. ● **Tutor-led discussion:** discuss outcomes of activity ● **Tutor presentation:** introduction to incentives and rewards, the difference between them and the advantages and	

			disadvantages of using each. ● **Paired activity:** ask learners for their ideas of appropriate incentive and rewards schemes. Capture learner's responses on a flip chart and discuss. Use a presentation to introduce different ways of using incentives and rewards. ● **Plenary:** summary of learning and question and answer session to check learning.	
6	Assessment workshop	RS	● **Assignment preparation:** learners should collate their class notes and the outcomes of any class activity to assist them with their preparation for assessment. You may want to produce a series of quizzes or test activities to establish learning and to highlight any gaps.	● Specification ● Session presentation ● Worksheets/ activity sheets
Learning aim B: Investigate how to build an effective team to meet business objectives				
7	**B1:** The theory of teams and team development	GW	● **Lead in:** provide an overview of the learning aim including the different types of team in hospitality organisations and how teams are made up of individuals. ● **Tutor-led discussion:** ask learners to think about different types of team in hospitality businesses, prompt by giving an example. Expand explanations to other industry sectors. Record examples on a flip chart or design a worksheet for learners to capture the information and discuss. ● **Tutor presentation:** confirm the different types of team. Discuss the use of each type of team and their strengths and weaknesses.	● Specification ● Session presentation ● Worksheets/ activity sheets

			● **Tutor-led discussion:** ask learners what they think the purpose of teams is. Discuss responses. Discuss how important teams are to a business (include positive and negative effects). Confirm the role of the supervisor in the development of teams. Move on to discuss the benefits of teams and the characteristics of effective teams.Use a worksheet to capture this. ● **Plenary:** summary of learning and question and answer session to check learning.	
8	**B1**: The theory of teams and team development Practical team building activities	GW	● **Lead in:** introduce learners to this practical session where they will be undertaking team-building games. ● **Group activity:** select 2-3 games to promote team-building. (Search online for 'Top 50 team-building games that your employees would love'.) Mix up the groups and pair groups of learners who would not usually work together for some tasks and allow established groups to work together for other tasks. ● **Individual activity:** learners can evaluate their own and others' contributions to the tasks. Design a worksheet mapped to Belbin's team role characteristics and Tuckman's theory yes/no responses. ● **Class discussion:** ask learners to consider how the outcomes of the tasks may have been different if they were completed individually. Ask learners to identify the benefits of teams. Capture learner's answers on a flip chart or white board. Use a presentation to provide a formal summary of the benefits. ● **Plenary:** summary of learning and question and answer session to check learning.	● Specification ● Session presentation ● Worksheets/ activity sheets

9	**B1**: The theory of teams and team development Tuckman	GW	● **Lead in:** recap the last session and introduce Tuckman's stages of team development. ● **Tutor presentation:** introduce team building theory starting with Tuckman's stages of team development. Do not limit delivery to the stages of team development, include typical 'behaviours' of teams at each stage. This will help learners to understand the model. **Individual activity:** use a short case study/series of short case studies to allow learners to determine the stage of team development and the issues that there may be at each stage of team development. Use a worksheet to record this information. ● **Tutor-led discussion:** discuss outcomes from the case study activity and ask learners to use their evaluations from last week to see if they recognise any of the stages of team development in their own groups. Discuss their findings ● **Plenary:** summary of learning and question and answer session to check learning.	● Specification ● Session presentation ● Worksheets/ activity sheets
10	**B1 and B2**: The theory of teams and team development Belbin	GW	● **Lead in:** recap the last session and introduce Belbin's team role theory. ● **Tutor presentation:** introduce Belbin's team role theory. Explain how Belbin identified individual team roles and identified the behavioural strengths and weaknesses of each of these roles. ● **Individual activity:** carry out the Belbin Self-Perception Inventory to determine their individual roles. This can be found by searching online for 'the latest generation of Belbin	● Specification ● Session presentation ● Worksheets/ activity sheets

			assessments and reports'. ● **Tutor-led activity:** collate the results from the activity and provide a description and the contributions and allowable weaknesses of each role. ● **Tutor-led discussion:** discuss the outcome of the activity to see if learners agree with the outcomes. Discuss how each can contribute to a balanced team and why it is important that a team is not made up on one 'type' of role. Ask learners to refer to their evaluations of the team building activities to see if they recognise any of the roles amongst their peers. ● **Plenary:** summary of learning and question and answer session to check learning.	
11	**B2 and B3:** Causes of team conflict Conflict	GW +GS	●**Lead in:** recap last session and introduce conflict in teams. ●**Class discussion:** ask learners to think about the causes of conflict in a team, discuss responses. Ask learners to think about how conflict makes them feel. Ensure that the range in the specification is fully explored. **Tutor presentation:** introduce Bell and Hart's eight causes of conflict (conflicting resources, conflicting work styles, conflicting perceptions, conflicting goals, conflicting pressures, conflicting roles, different personal values, unpredictable policies). ●**Tutor-led discussion:** Discuss causes presented in the model. Discuss how to prevent conflict. ●**Individual activity:** prepare a case study that will allow	● Specification ● Session presentation ● Worksheets/ activity sheets ● Case study

			learners identify conflict issues and resolve a conflict these. Discuss outcome. Record this information in a short report. ● **Guest speaker:** HR manager from hospitality business could talk about conflict (instead of the individual activity above) Learners can pre-prepare questions to ask the HR manager. ● **Plenary:** summary of learning and question and answer session to check learning.	
12	Assessment workshop	RS	● **Assignment preparation:** learners should collate their class notes and the outcomes of any class activity to assist them with their preparation for assessment. You may want to produce a series of quizzes or test activities to establish learning and to highlight any gaps.	● Specification ● Session presentation ● Worksheets/ activity sheets
Learning aim C: Apply effective leadership and team building theory to a range of situations in a hospitality context				
13	**C1:** Planning and supervising the work of hospitality teams **C2**: Monitoring, supporting and developing team performance	GW	● **Lead in:** provide an overview of the learning aim including the planning, supervising, monitoring, supporting and developing team performance. ● **Tutor presentation:** introduce learners to the concept of planning the work of hospitality teams and the purpose and the processes of planning techniques. ● **Individual activity:** provide learners with a job description and ask them to compare their current skills against those required by the job description. Discuss the findings and explain that this is a simple skills audit. ● **Tutor presentation:** explain the use of skills audits in	● Specification ● Session presentation ● Worksheets/ activity sheets

			the workplace and how they inform training requirements, the allocation of work roles, the planning of daily and weekly rotas and the needs of team members. Move on to introduce the SMART mnemonic and break this down into its component parts. ● **Paired activity:** provide the learners with an aim, for example 'increase sales', and ask them to produce a SMART objective to meet this aim. Learners to present and discuss. ● **Tutor presentation:** further explain the types objectives and the reasons for setting these. Explain that these should also be written as SMART objectives: o organisational o departmental o section o short-/medium-term o financial o social o performance o personal o clear articulation of performance expectations. Move on to describe how to aims and objectives can be communicated to employees e.g. through briefing and debriefing team members. ● **Small group activity:** provide the learners with a role pay activity and ask them to take it in turns to brief/debrief/provide direction other team members. Ask learners why they think briefings, debriefings and other ways of providing direction are important. Discuss responses. ● **Plenary:** summary of learning and question and answer	

			session to check learning.	
14	**C1**: Planning and supervising the work of hospitality teams **C2**: Monitoring, supporting and developing team performance		● **Lead in:** recap last session and continue with topic ● **Tutor presentation:** introduce learners to the concept of establishing and using standards and how these maintain quality. ● **Paired activity:** ask learners to produce a definition of 'quality' Learners to share their definitions and tutor to explain that the dictionary definition is 'the standard of something as measured against other things of a similar kind; the degree of excellence of something'. Ask learners how they think this measurement can be done record responses on a flip chart. ● **Tutor-led activity:** Introduce the concept on providing measuring tools or standards that can be used to determine quality. Provide learners with examples of simple standards, this can be something as simple as the quality points for a whole chicken to illustrate the point. Explain that this can be applied to job tasks as well as ingredients etc. ● **Paired activity**: provide learners with a task e.g. answering the telephone. Ask learners to produce a set of 'standards' for this task. Learners to present these and discuss. As an extension, ask learners to evaluate their 'standards' against those of their peers ● **Tutor-led discussion:** discuss the wider use of standards in the workplace. It may be an idea to provide a case study to show the outcome if standards are not used/quality is not maintained. Use a worksheet to capture information.	● Specification ● Session presentation ● Worksheets/ ● activity sheets

			● **Tutor presentation:** explain how standards are used to supervise the work of hospitality teams and how these standards feed into the monitoring of individual and team performance. ● **Plenary:** summary of learning and question and answer session to check learning.	
15	**C2**: Monitoring, supporting and developing team performance		● **Lead in:** recap last session and continue with topic ● **Tutor presentation:** introduce learners to the purpose and process of monitoring and reviewing team performance and achievement: o use of performance indicators/regular review of performance against targets/reviewing and evaluating work performance o review of work allocation/possible adaption or reallocation of tasks/conducting appraisal interviews. ● **Tutor-led discussion:** discuss how performance is evaluated using standards and performance indicators. Use the standards set by learners in the last session for the 'telephone answering' task as an example and ask learners to suggest other performance indicators. ● **Paired activity:** ask learners to consider the reasons why work performance is reviewed. Ask learners to provide examples of how this done. Discuss responses and link into how evaluating performance links to motivation (Maslow, McClelland) ● **Tutor presentation:** introduce and explain appraisals. Provide examples of the documents involved in appraisals. Link	● Specification ● Session presentation ● Worksheets/ activity sheets

			to motivation. ● **Plenary:** summary of learning and question and answer session to check learning.	
16	**C3**: Purpose and process of supervisory responsibilities		● **Lead in:** recap last session and continue with topic ● **Tutor presentation:** introduce and explain the support given to underperforming team members including coaching and mentoring and planned development. ● **Individual activity:** use a case study to illustrate the use of coaching and mentoring within an organisation and the benefits of this. A further activity could be to identify indicators that training is required and for learners to suggest appropriate route out of training, mentoring or planned development. Learners to share their findings with the class. ● **Small group activity.** provide learners with a simple set of standards e.g. answering the phone and the performance indicators (this activity can be linked to the task completed in session 14 & 15). In addition to this provide a summary of an employee who has failed to meet a series of these indicators. Ask learners to design a brief plan to support the employee to meet the standards. Learners to share their ideas with the class. ● **Class discussion:** discuss each of the groups ideas for support. ● **Tutor presentation:** present a model answer for the group activity.	● Specification ● Session presentation ● Worksheets/ activity sheets

			● **Plenary:** summary of learning and question and answer session to check learning.	
17	**C3:** Purpose and process of supervisory responsibilities Practical supervisory session		● **Lead in:** recap last session and continue with topic ● **Tutor presentation:** introduce learners to the importance of maintaining and developing effective relationships. Link this topic back to leadership and motivational theory to explain how this can be done at an organisational level. ● A number of videos are available on YouTube (search 'maintain workplace relationships') to support this topic. ● **Group activity**: ask the class to define rapport. Explain to the class that the dictionary definition of rapport is: 'A harmonious relationship'. Compare the pupils' definition to the dictionary definition. ● Using the following scenario: 'Claire is starting a new job as a hotel receptionist. She is very nervous about meeting her new colleagues and working on reception.' Ask the class to identify the people that Claire might need to build a rapport with and the ways in which Claire could build a rapport with her work colleagues. As a further activity could be to ask learners to also identify ways in which Claire could build a rapport with the hotel customers. Record on a flip chart and discuss the outcomes. ● **Small group activity:** ask learners to consider what skills and behaviours are required at a personal level in order to maintain and developing effective relationships. Learners to share their thoughts and tutor to capture these on a flipchart or	● Specification ● Worksheets/ activity sheets

			whiteboard and discuss the findings. ● **Class discussion:** learners to discuss the outcomes of the activity. Tutor to produce a list of skills and behaviours. ● **Individual activity:** learners to carry out a personal SWOT against the list of skills and behaviours identified by the group and tutor in the previous activity. Learners can produce a short summary report on the outcome of the skills audit. ● **Plenary:** summary of learning and question and answer session to check learning.	
18	Assessment workshop	RS	● **Assignment preparation:** learners should collate their class notes and the outcomes of any class activity to assist them with their preparation for assessment. You may want to produce a series of quizzes or test activities to establish learning and to highlight any gaps.	● Specification ● Worksheets/ activity sheets
19	Set Assignment Task	AW	**Set assignment task**	● Assignment brief ● Preparation notes
20	Set Assignment Task	AW	**Set assignment task**	● Assignment brief ● Preparation notes

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enabling students to access them through the school/college intranet.